

Lincoln. h. 155.

FEBRUARY, 1909

# The Kindergarten PRIMARY Playguide

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Sometimes the fruit remains on the trees till May, yielding a pale, very thin oil, appreciated in some quarters, but which speedily develops rancidity.

The process of extracting the oil is simple in the extreme; the fruit is first crushed in a mill to a uniform paste, then the paste is transferred to circular bags or receptacles made of vegetable fibre. A pile of these are placed in a press and the exuding oil flows into a tank below.

Essential conditions are that the mill should not revolve too fast, or it will overheat the olive paste and give a bad flavor to the oil; that the bed of the mill should not be of metal for the same reason.

Also the degree of pressure, when the object is to get the finest quality of oil—"oil from the pulp" as the term runs—must not be excessive. The finest olive oil is essentially a cold drawn oil. Heat is prejudicial to quality.

However, when all possible care has been taken in the process the fact remains that olive oil can be made only from freshly gathered, perfectly sound, ripe olives of the proper kind. The big fat olives of hot, subtropical climates can never yield a delicately flavored oil.

The newly made oil must be allowed to settle. It is then clarified simply by passing it through purified cotton wool in a suitable filter. Really fine olive oil calls for no other treatment whatever, chemical or otherwise, to render it fit for the table. On this point it is as well to be clear, as reference has been made before now to processes of refining olive oil so as to obtain a specially fine quality—one might as well try to "paint the lily or adorn the rose!"

After being brought to America, the clarified oil is preserved in warehouses in large slate lined tanks, holding up to 20,000 gallons each, wherein the oil is maintained at an equable temperature. For bottling and can filling purposes it is transferred by pipes from these large tanks to other smaller tanks in the packing rooms.—Exchange.

## PROGRAM IDEAS FOR FEBRUARY.

BERTHA JOHNSTON.

February brings the birthdays of America's two most eminent presidents and also the day that brings valentines to the little people—offering thus several points of departure for the kindergarten program.

From the home as a center, at the beginning of the school year, the subject-matter has widened out to include the workers in field and forest; and those who serve in doing faithful work in the various necessary occupations under the general caption "trades;" several festivals have been celebrated and this month we may naturally consider those who serve us as employees of the State, the postman, the fireman, etc., leading up to higher and higher forms of service to the soldier, the knight, symbolic of the "hero" who gives his life, if need be, for his country—his flag—that symbol of all that is great and good and worthy our deepest love and reverence—embracing home, state, church.

In the kindergarten the work of the postman, the fireman, the policeman are among the subjects taken up—their service to us and our obligations to them. The "postman" co-ordinates naturally with St. Valentine's Day in the early part of the month. The study of the "knights" finds a natural climax in America's great heroic figure of Washington, whose birthday comes late in the month. But this year the thought of the nation is centering around Lincoln, the centenary of whose birth falls on February 12. As he will be very much talked about in all homes and as the spirit of the celebration should be contagious, let us help the little children to catch something of the glow of love and gratitude all feel for the great, wise, merciful President.

### ABRAHAM LINCOLN CENTENARY.

Lincoln's character, life and achievements form such a noble heritage that we must guard against making it commonplace or an "old story" by too frequent repetition in the schools. A study of his life belongs best to the High School, the hero-worshipping age. But this year being the centennial of his birth we may well choose such incidents in that life as make their appeal to childhood and seek to have them become a part of the little child's life. We will mention a few such. The teacher may seek out others in any good biography—and of

these incidents may select such as will best meet the needs of her particular group of children. We refer especially to "The Boy's Life of Lincoln," by Helen Nicolay; Ida Tarbell's notable biography, and "The True Story of Abraham Lincoln," by Elbridge S. Brooks. It is pleasant to record that the later biographers find that Thomas Lincoln, the father, was not the lazy, shiftless man that he has been so often painted.

Tell something of Lincoln's boyhood. The simple cabin in which he was born; one-roomed, one-windowed, having only one door, and a big chimney outside. When Abraham was four years of age, the family moved; a few years later moved still farther away. They lived in the mysterious forest where wolves, catamounts, partridges, coons and deer might frequently be shot.

In all his life the boy had, all told, but one year of school, learning only to read, write and cipher. But he knew by heart many parts of the Bible, *Æsop's Fables*, and the *Pilgrim's Progress*.

Tell of the good mother who died when the boy was ten years old and of the good stepmother that loved and helped him so much.

How was this boy of the wilderness clothed? He dressed in linsey-woolsey shirt, buckskin breeches, coon-skin cap with a tail behind and heavy shoes—though often barefoot.

He read all books that he could borrow. One time he borrowed a famous book "Weem's Life of Washington." He put it on a shelf in the cabin, and from this it slipped to a crack between the logs and was soaked by the rain. To pay for it. Abraham Lincoln worked **three days** for the farmer who owned it. Thus he bought his first book. (This story might be good to reserve for some occasion when a child may be seen using a book carelessly).

Lincoln grew to be very tall—six feet four, when only eighteen years old. He could outrun, outwalk, outwrestle all competitors. He could split rails, mow the fields and do all kinds of chores. He was awkward, thin, homely, but very popular because always ready to do a kind act, and to tell a jolly story—always good-natured, brave, honest.

He read, read, read whenever he could get a chance. He had no fairy-tales, or story books, but each book read seemed to

help him to make a man of himself. He tried to remember what he read. His "slate" was a wooden shingle or the back of the wooden fire-shovel on which he would write, practicing sums and then shaving them off, or saving those shingles on which something precious had been written.

Two books of the imagination, *Young Lincoln* did read, viz.: "Æsop's Fables" and the "Arabian Nights." How much they must have meant to this mind that so often expressed itself in parables!

Lincoln was very kind-hearted, and gentle toward any weak or helpless creature. Once, when riding dressed in his best, ready to make a call, he heard a pig squealing, caught in the mire. He rode on, but looking back, the wee bright eyes of the pig looked at him so despairingly that he jumped from his horse and got it out.

When a boy he tried to make some boys stop tormenting some terrapins and wrote a composition on cruelty to animals which made his companions ashamed.

Another time he was traveling with several others on important business and passed two birds that had fallen from the nest. He looked a long time for the nest and put the little ones safely back with the mother, despite the laughter of his friends. Another time he saw a poor old man chopping up an old hut that was to be split into kindling wood. He was to get a dollar for this work, with which he meant to buy shoes, for he was barefoot although the day was cold. Lincoln told the man to go in and warm himself and he swung the axe and soon had the hut down and chopped into kindling, so that the man had his dollar and shoes.

He found two law books once in the bottom of a barrel of trash and when he began to read these he determined to become a lawyer.

Once when a clerk in a grocery store he found, after he had sold a woman some tea that the scales had not worked right and so he walked a long distance after her to give her what was due. Another time he found he had not given a purchaser the full amount of change—about six cents—and so he took the trouble to take it to her. He never was very rich but always rejoiced in knowing that the people called him "Honest Abe." He hated swearing and bad language. Once, when he was President, a man was highly recommended for

a certain office, but he swore twice in the course of an interview. The President then opened the door. "I thought the senator had sent me a gentleman. I find I am mistaken. There is the door, sir. Good-evening!" he said. (Tell this story to boys who think it manly to swear, at the same time telling them the story of the "Glen Clary Boys." See any biography, to show how brave Lincoln was).

He became famous in time as a man who would never try to defend a guilty man, but was always ready to help the weak and unpopular if he felt that he was right. He would tell the truth even if it kept him from being elected to positions he would like. Finally he became President of the United States, because the people trusted him. Then an awful war broke out but he was wise and patient and just and gentle, though stern if necessary, and at last the war ended and then an insane man shot the good President and even his enemies wept bitter tears feeling that their best friend was gone. Tell of the long funeral train from Washington to Springfield. The millions of weeping people. Tell how from year to year more and more books are written, telling of the good President. "Honest Abe," "Father Abraham," and how this year many memorials of him have been suggested. Some suggest a monument, some a public building, some a splendid road that will last for ages and always be of use to men. What do you think would be a good way to show love for him? He lived and died to make our country better and safer; our cities better and safer. Shall we show with our blocks a beautiful monument? Shall we construct with them a beautiful library or park or public hall? Shall we make a fine road in miniature in the sand-box, first with foundation of pebbles, then sand, then blocks laid firmly and evenly? Shall we try to keep our city beautiful by not throwing paper and skins in the street? Shall we work hard in school; shall we be quiet and helpful in the public libraries, never annoying the librarian, but thinking of how Abraham Lincoln would have rejoiced to use the books that are free to us. Shall we always try to keep the laws of library, school, city and country, the country that Abraham Lincoln loved and worked and died for? This gives opportunity for loving work with Gifts.

Read Tom Taylor's poem on Lincoln originally published in 1865 in London *Punch*. It can be found in "Literary of Poetry and Song."

#### POSTMAN.

If father or mother leaves us to go on a long journey how may we know if they reach their destination safely? How may we let them know that all is going well at home? We can write a letter. How send it? Country children may take it in person to the village post-office and there also receive the letter sent by mother. Or they may give it to the rural delivery postman who will also put the return letter in the rural delivery box.

The city child may put it in the post-box, whence it will be taken by the postman to the big branch postoffice where it is classified, state by state, city by city, and thence taken to the main office whence it goes by big safe wagons to the train.

In the central postoffice where the second class matter (magazines, etc.) is distributed, huge sacks representing the different States stand on end and a man tosses into these the bundles meant for them. They are supposed to have had a preliminary classification at the publishers', who must send them to the postoffice duly labelled.

Speak of the various means of transporting the mails in different parts of the world. In Berlin is a museum, the "Post Museum," which shows models of hundreds of vehicles and other means used to carry messages. Here may be seen models of those who run on foot; of two-wheeled and four-wheeled carriages; of sledges, etc., camels, mules, elephants and other animals, also carrier-pigeons. Tell of the pigeons which fly hundreds of miles back to their homes and because of this "homing instinct" can be used to carry messages tied to them. Often seen on valentines.

Inquire of the children some of the important qualities needed by the mail-carrier—courage, fidelity, punctuality, etc.

What are our obligations to him? How can we help him? By prompt attendance at sound of his bell; by patience if mistakes are made; by writing the address clearly and fully on envelope or wrapper. (Here is a point for primary teachers to consider. Train your class to write addresses fully and distinctly, both on writing paper and envelope. Business people are greatly an-

noyed and delayed by careless correspondents who write without giving address and then complain because no reply is given. It is never safe to write any letter without the address as it saves your friend the trouble of looking it up in an address book. Also, train your children to always enclose a stamp when writing a letter requiring a reply). If wrapping up a package to go through the mails we will make it neat and compact so as to be easily handled.

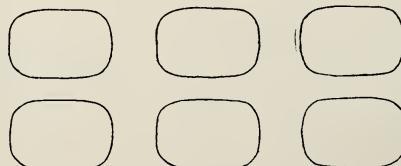
Tell that Abraham Lincoln was once postman in the scattered village in which he lived—New Salem.

Apropos of the subject of the "Postman" let all teachers read the following extract from Postmaster General Meyer's circular letter to all United States postmasters sent with a view to secure co-operation of the public school teachers in instructing children as to the operation of the postal service.

"These instructions should cover such features of the service as the delivery of the mails, the classification of mail matter, the registry and money order system, and particularly the proper addressing of letters and the importance of placing return cards on envelopes. Postmasters should arrange, if possible, to deliver personal talks to the pupils on these subjects and should give the teachers access to the Postal Guide and the Postal Laws and Regulations and render them every assistance in securing necessary information."

#### GAME.

1. Draw six ellipses on the floor, thus,



with chalk, measuring 1x2 feet and about three inches apart. Play these are the openings of the mail bags and let the children toss the magazines (bean-bags) into them. Label the ellipses New York, Chicago, Buffalo, etc.

2. Let several children stand in a line, each extending his arms and clasping his hands so as to form with them a circle. This represents the mail bag. Let another child toss the bean-bags into the circle. (The bags will of course fall to the floor). Think of all the children in all the different cities who are eagerly awaiting St. Nicholas

and Little Folks. How disappointing if the man should toss a Pennsylvania bundle into a California bag.

#### FIRST GIFT.

1. Place in a row the six colored balls. Have ready some postage stamps of different denominations and let the children match the colors. Speak of the value represented—one, two, three cents, etc.

2. Put baskets or boxes on the table and toss the balls (magazines) into these.

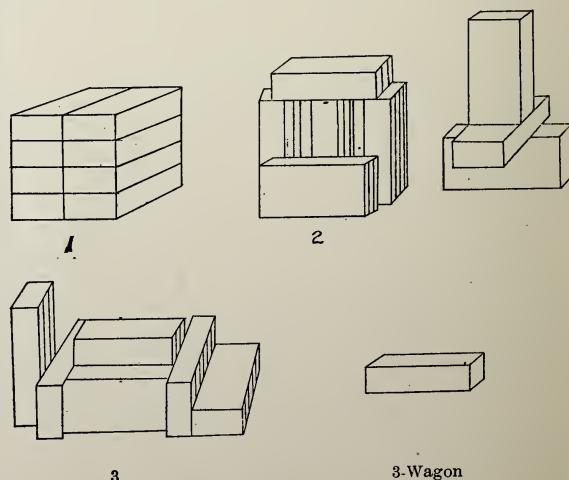
#### SECOND GIFT.

Let the children choose which part of the mail service their box, with its contents, will represent—the city mail wagon; the country stage; the mail train. If the train, the box may be the engine; the cylinder the smoke stack, the cubes the mail cars. The sphere may be the express-rider's post horse that gallops down to meet the train and carry the mail through the mountains.

The sphere, cylinder and cube may also be transformed into lamp posts with the letter box attachment, while the additional cube represents the box for packages and magazines.

#### THIRD AND FOURTH GIFTS.

Build mail wagons, trains, postoffice, etc. We give pictorial suggestions for series



with Fourth Gift, representing (1) Child's home; (2) postoffice, with stamp and money order windows, of five blocks, and mail box of three blocks. (3) Postoffice of seven blocks showing especially the plat-



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